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EXC:U:NCE
IN EDUCATION
EXC:U:NCE
IN EDUCATION

Preface

This annual meeting of the Graduate School acquires new significance as it joins with the Federal Interagency Committee on Education (FICE) in recognizing the increasing role that the Federal Government plays in educational activities, and as it observes the celebration of International Literacy Day.

You will note that a section of our program contains a story of FICE and its far-reaching responsibilities in coordinating all Federal education activities, totaling over 9 billion dollars in support programs annually.

The thread throughout our program and weaving all together is our concern for adult or continuing education — ranging from those who require basic literacy education to those highly educated, broadly experienced men and women who desire to keep abreast of the vast sweeping changes in knowledge.

This is in keeping with the traditional commitment of the Graduate School to serve those who compose our elite Civil Service corps and who enhance public service by so doing.

Education is the portal. Through it we offer seminars illuminating the complexities of our times, and provide exercises that give zest to the mastery of basic skills for those who seek entry into the world of leadership.

The new knowledge of human behavior and technology in communication now open thrilling vistas. As we gain a better understanding of ourselves, we take the first step toward creating a society in which each of us can understand his potential for intellectual and emotional growth. It is a prospect both promising and dangerous. For the sobering thought is that knowledge to liberate the spirit of man may also be used to imprison him.

The promise rests in a large measure on the universality of education and on quality in every aspect of the learning process — quality in the concerned acceptance of the learner as he is, in proved and imaginative new techniques as well as in the substance of what is taught.

The symbol on the cover of this program suggests the many opportunities and the endless ways that continuing study serves mankind.

UNITED STATES DEPARTMENT OF AGRICULTURE

ORVILLE L. FREEMAN, *Secretary of Agriculture*

GRADUATE SCHOOL

GENERAL ADMINISTRATION BOARD

JOSEPH M. ROBERTSON, Assistant Secretary for Administration

NORMAN M. CLAPP, Administrator, Rural Electrification Administration

EDWARD P. CLIFF, Chief, Forest Service

ALAN L. DEAN, Assistant Secretary for Administration, Department of Transportation

STERLING B. HENDRICKS, Chief Scientist, Mineral Nutrition Pioneering Laboratory,
Soil and Water Conservation Division, Agricultural Research Service

PAUL A. MILLER, Assistant Secretary for Education,
Department of Health, Education, and Welfare

CHARLES S. MURPHY, Chairman, Civil Aeronautics Board

NICHOLAS J. OGANOVIC, Executive Director, Civil Service Commission

ROLAND R. RENNE, Director, Office of Water Resources Research,
Department of the Interior

SYLVESTER R. SMITH, Administrator, Consumer and Marketing Service

HARRY C. TRELOGAN, Administrator, Statistical Reporting Service

DIRECTOR
JOHN B. HOLDEN



DEPARTMENT OF AGRICULTURE
OFFICE OF THE SECRETARY
WASHINGTON

It is for me a matter of deep personal pride that the Graduate School is so successful and so effective an institution and that it is so cooperatively integrated in the Department of Agriculture.

It is good to emphasize that it was this Department that in the first instance initiated and then sponsored and supported this superbly managed and administered school since 1921. Thus, it is gratifying to know that the education and higher level training of Federal employees to improve their contribution to the civil service in all departments and agencies of the government derive from and are under the aegis of the Department of Agriculture. This is especially satisfying since, except for some office and classroom space, the school is totally self-supporting, with no appropriations from the Congress.

Looking to the future, we hope that this relationship will be continued and extended as a major means of improving service and integrity in the Federal Government.

A handwritten signature in black ink, appearing to read "Quill C. Freeman".

Secretary



GRADUATE SCHOOL CONTINUING EDUCATION FOR THE FEDERAL COMMUNITY

Newsletter

September 8, 1967

1966-67 ANNUAL REPORT

HIGHLIGHTS OF THE YEAR

Enrollments in Graduate School courses once again topped previous records, totaling better than 22,000, as compared with slightly under 20,000 a year earlier.

We opened additional offices in the National Press Building for the Special (Day) Program and the Correspondence Program, to provide increased space for our staff and new opportunity for growth and improvement.

A curriculum of Computer Sciences was developed by our new coordinator for this field of study, Dr. J. Frank Kendrick. Included in the curriculum were 54 courses in data processing and related subjects. These courses were offered on Saturday mornings over a 10-week period.

RESIDENT EVENING PROGRAM

The Evening Program showed its customary robust characteristics in 1966-67, both in number of students and in presentation of new and innovative courses.

Course registrations for the year were 16,500 as compared with 15,500 for the previous year. Gains were registered for all three semesters, with the fall semester leading the way with the largest increase:

The fall semester saw such diverse offerings as: "Data Processing in Medicine," which attracted M.D.'s from private practice and from the Public Health Service; "Introduction to Water Quality," with instructors from the U. S. Geological Survey; and "War Against Poverty," with an instructor from the Office of Economic Opportunity. Other offerings included "Introduction to Modern China," "Principles of Masers and Lasers," "Psychological Creativity," "Racial Conflict in the United States," and some 350 other courses.

Among the more than 300 courses offered in the spring semester were such exotic items as "Mandarin Chinese," "Swahili," "Sub-Saharan Africa," "Celestial Navigation," and a seminar on Air Pollution given in cooperation with the U. S. Public Health Service.

A highlight of the summer session was an American Policy Seminar, given in cooperation with the YMCA and YWCA, for some 40 students from colleges across the country. The seminar was under the direction of a professor from Kansas State University.

SPECIAL (DAY) PROGRAM

We offered 183 special day-time courses during the past year, as compared to 124 for the previous year, and course enrollments jumped to 3,600, an increase of 1,300. We again conducted, in addition to in-house courses, some in various field locations, some in-agency, and some especially tailored for agencies.

Following are a few examples of the varied courses offered during the year:

A 43-day course in "General Programming" for the Navy at Indian Head, Maryland.

A 45-day "Systems/Programming" course for USDA.

A course in "EAM-Project Planner" for the United Planning Organization.

A pilot course in "Advanced Secretarial Techniques" conducted at NASA. (As a result of the success of this pilot offering, we plan to make this course a permanent part of the curriculum.)

"Technical Writing" courses conducted in Kansas City, Chicago, Atlanta, San Francisco, and Temple, Texas.

Eight new professional seminars, designed to deal with specific problems of specific groups of highly qualified professionals.

We also conducted five "Critical Issues" seminars with such well-known scholars as Jacques Barzun, James Farmer, S. Venkitaraman, Roger Stevens, Sebastian DeGrazia, Stewart Chase, Hans Morgenthau, Robert Scalapino, Robert Nathan, and Henry Steele Commager discussing with Federal executives the problems of today and what the future promises for our society.

CORRESPONDENCE PROGRAM

The Correspondence Program enrolled some 2,000 students in 28 courses during 1966-67. Several new courses were opened for registration, including two in English, two in mathematics, one in automatic data processing, and two contract courses developed for in-service training in the USDA Statistical Reporting Service.

A motion-picture version of the television-correspondence course, "Success in Supervision" was made available last year for the first time. In addition, we made a reduced price rate available for group enrollments in the television-correspondence course. The completion rate for this special multi-media course continues to be unusually high.

Student lesson activity in correspondence courses broke all previous records. There were more lessons submitted and more course completions than ever before. New procedures were created for improving services to students and sponsors.

Further development and diversification of the Correspondence Program via television was explored. Groundwork was laid for the creation of an expanded ETV training system, in cooperation with the Civil Service Commission and WETA/TV, Channel 26.

PRESS AND INFORMATION PROGRAM

The Graduate School Press published "Environmental Improvement: Air, Water, and Soil" in December 1966. Our total sales through July 31 were 2,179 Paperbound Editions and 519 Clothbound. "Experimental Statistics in Entomology" by F. M. Wadley went to press in December 1966 and was due July 31, 1967. A pre-publication announcement was mailed on April 27 to members of the Entomological Society of America and the American Institute of Biological Scientists. The Press received pre-publication orders for 1,006 copies.

There are two books in preparation: "Creative Federalism," which will include lectures by Senator Edmund S. Muskie from Maine; Robert C. Wood, Under Secretary, Housing and Urban Development; John Anderson, Jr., Executive Director, Citizens Conferences on State Legislatures; Mayor Jerome P. Cavanagh of Detroit, Michigan. "Revolution of Ideals: Critical Issues and Decisions, Series IV," will include lectures by Max Kaplan, Leon Keyserling, Whitney Young, and Max Lerner.

BUSINESS OPERATIONS AND BOOKSTORE

A staff study was prepared by the Office of the Business Manager identifying areas to be considered in depth for possible automation. A committee chaired by the Director and composed of key staff members held its initial meeting to explore and outline courses of action. Proportionate service cost figures were developed for the Bookstore, and the Annual Net Gain or Net Cost of this operation can now be factually determined.

ANNUAL DINNER

More than 750 people attended our Annual Faculty Dinner in the Diplomatic Function Area of the State Department last September 7. The Honorable Dorothy H. Jacobson, Assistant Secretary for Inter-

national Affairs, Department of Agriculture, spoke on the importance of the theme, "International Education and Development Goals." Informal remarks by the Honorable Paul A. Miller, Assistant Secretary for Education, Department of Health, Education, and Welfare; The Honorable William S. Gaud, Administrator, Agency for International Development; and The Honorable Orville L. Freeman, Secretary of Agriculture, followed.

MONTHLY FACULTY LUNCHEONS

Monthly faculty luncheons, through the year, featured a number of outstanding speakers including Nicholas J. Oganovic who spoke on "The President's Interest in Education;" Jules Pagano who gave us "New Developments in Continuing Education;" Dr. Donald Fessler, "Title I - Pilot Project;" Dr. Glenn Bryan, "Research in Computer-Assisted Instruction;" Dr. S. N. Postlethwait, "Multi-faceted Approach to Teaching Botany;" John Dildine, "Folklore and Our Society;" Jerome Eller, "Cut Flowers and Ice Cubes;" Charles A. Horsky, "The New Federal City College;" and Benjamin Abramowitz, "The Creative Approach to Learning."

ORGANIZATION AND STAFF

Secretary Freeman appointed Dr. Paul A. Miller, Assistant Secretary for Education, Department of Health, Education, and Welfare, to the General Administration Board. Dr. Robert Weaver, Secretary of Housing and Urban Development, resigned from the Board.

During the year the Graduate School had several new staff appointments:

Dr. J. Frank Kendrick was added to our Special Programs Department as Manager of Training in Computer Sciences.

Miss Lala J. Curry succeeded Mrs. Helen Kempfer as Head of our Correspondence Program. Mrs. Kempfer resigned to live in Paris.

Mr. James L. Hall became our new Business Manager when Mr. D. E. Richard transferred to our Special Programs Department as a Program Specialist.

Mr. Herman Valentine was added to our staff this spring as Assistant to the Business Manager.

Mr. Kenneth Dickerson became Chief Accountant upon the resignation of Mr. Amos Brown, Jr.

Mr. C. Paul Barlow was added to our Special Programs staff as a course coordinator in the Modern Learning Center.

COMMITTEE CHAIRMANSHIP CHANGES

Department of Social Sciences - Dr. Martin Abel replaced Dr. Kenneth Ogren (resigned).

Special Programs Committee—Willis O. Underwood replaced John D. Young (resigned).

Committee on Academic Excellence—Dr. J. James McPherson replaced Dr. Joseph L. Matthews (resigned).

GOALS FOR 1967-68

1. To expand our international courses into a comprehensive program.
2. To broaden training opportunities to the Federal community by combining the capabilities of the Civil Service Commission, the Graduate School, USDA, and WETA/TV, Channel 26, educational television.
3. To seek new ways to assist the Federal community in organizational and individual development.

Sincerely yours,

John B. Holden
JOHN B. HOLDEN
Director

Annual Faculty Dinner

Department of State Auditorium

September 8, 1967

Master of Ceremonies

The Honorable Joseph M. Robertson
Assistant Secretary for Administration, Department of Agriculture

Presentation of Certified Statements of Accomplishment

Mrs. Constance G. Coblenz
Registrar, Graduate School

Presentation of Twenty-Year Awards

John B. Holden, Director
Graduate School

Remarks

The Honorable John W. Gardner
Secretary of Health, Education, and Welfare

Reception — John Quincy Adams Room

Buffet Dinner — Benjamin Franklin Room

Adjournment

Certified Statements of Accomplishment

Accounting

Gerald L. Black
Gladys M. Brooke
Airail O. Westley, Jr.

Meteorology

(Elementary)
Stanley M. Bakich

Administrative Procedures

Charlotte E. Baylor
Emily J. Brown
Naomi J. Copeland
Hoover Lee McBee
Thomas L. Tucker

Oceanography

George Breed

Editorial Practices

Helen E. Wedding
Elsie C. Yuen

Public Administration

(Undergraduate)

Joseph K. Woodburn

Library Techniques

Ada M. Blount
Amy P. Chapin
Mildred G. Ruda
Alma S. Weaver
Sylvia E. Weldon

(Advanced)

Dennis A. Clark
I. Marie Hartman — with honors
Gordon T. Henderson
Elmer C. Hular
Eddie L. Stokes

TWENTY-YEAR AWARDS TO FACULTY AND COMMITTEE MEMBERS

Beltsville Committee

Charles A. Logan

Mathematics and Statistics

Nelson P. Guidry

Languages and Literature

Erwin Jaffe
Marianne Lederer
M. Clare Ruppert (Also,
Committee on Academic
Excellence)

Office Techniques

Robert H. Lando
Dorothy M. Luttrell

Social Sciences

Albert C. Cornsweet
Harold B. Rowe



THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

President Johnson has said that education is the first business of a free people--and he has placed it at the top of the Nation's agenda.

It is now generally agreed that the Federal Government must play a significant part in strengthening our educational system, in order that the system may be totally responsive of the needs and goals of a free society.

Recognizing the need for cooperation among all Federal Departments concerned with education, the President established the Federal Interagency Committee on Education in 1964. Through FICE the many Federal agencies supporting educational activities are now coordinating their efforts.

It is of the greatest possible importance that this coordination be effective. Today education is at the heart of every significant social change that we are undertaking. We must not fail in our responsibility to make the Federal Government an effective contributor on this front.



A handwritten signature in dark ink, appearing to read "Robert S. McNamara". Below the signature, the word "Secretary" is printed in a smaller, bold, sans-serif font.

**FOCUS
on
FICE**

**A Short Account of the
Federal Interagency Committee
on Education**

ITS EMERGENCE

ITS COORDINATING RESPONSIBILITIES

ITS AGENCIES' PROGRAMS

Excellence in Education

The Role of the Federal Government

"Still sits the schoolhouse by the road
A ragged beggar sunning . . ."

When Whittier wrote these lines in 1870, the little red schoolhouse offered to most Americans all the education they were to receive. One room structures spotted in the vast rural landscape provided rudimentary instruction in reading, writing, and arithmetic.

America was an agricultural society, her industry was primitive and she was remote from world affairs. Her pace was that of the faithful horse which provided energy for both work and transportation.

Education had been from the very founding of the Nation a responsibility of the States and their local communities. Whatever interest the Federal Government showed was mostly confined to collecting statistics and studying the status of education, although over the years it did provide modest funds for a few specialized educational activities.

But as the Nation, commencing in the closing years of the 19th century, began changing to an urban industrial society, needs arose for twelve years of schooling rather than eight, to be followed with increasing demands, as the 20th century passed its midway mark, for vastly extended opportunities at the college and university level.

The States and the local governments found it increasingly difficult to meet the accelerating demands of a growing urban population for more teachers, more schools, and a greatly expanded curricula.

Their inability became even more apparent immediately after the Second World War when the assumption of world leadership required not only a vast labor force of scientists, engineers, professionals in all disciplines, and highly skilled workers, but called for a totally new approach in education for the minorities and lower economic groups, principally clustered within the central cities.

As a consequence, the States and local communities turned with increasing frequency to Washington for the massive funds needed to educate and train the men and women needed in the new society.

The efforts of the Federal Government during the 1960's have been in response to the educational needs of a dynamic, growing economy. In 1960 the Federal Government spent over 3 billion dollars.

Within a 7-year period it was providing more than 9 billion dollars, a threefold increase.

It became apparent that the rapid proliferation of education activities substantially supported in many Federal departments and agencies required a new relationship among the Federal agencies supporting education activities, and between them and state and local units of government.

Thus, on October 16, 1964, President Johnson by Executive Order established the Federal Interagency Committee on Education, now popularly known as FICE. FICE was charged to conduct a continuing appraisal of the relation of Federal educational activities to the educational needs and goals of the Nation, to bring about a close coordination of Federal educational activities, to facilitate the resolution of common problems, and to promote effective planning and management of such activities.

FICE has had a lively and energizing role in bringing together some 20 Federal agencies during its first two years. Its minimum achievement during this time has been establishing a mode of communication and its maximum accomplishment a commonality of purpose. But the exciting years lie ahead of FICE. Through subordinate committees, ad hoc and task forces, FICE with its constituent agencies moves into the vast area of Federal education programs.

Some problems demand immediate action, while others require planning for long range. There is renewed dedication to do the task coupled with a sense of urgency. Yet, if America is to fulfill its promise of equality in both law and opportunity, the Federal Government's commitment can only increase. Intelligent planning and mutual cooperation must undergird this effort. FICE will do its part in bringing this about.

Education in the United States is a deep felt experience of community life. The Federal share is only a part of the total annual bill of more than 50 billion dollars. In every community, large and small, education is provided, influenced and managed by men and women from every walk of life -- concerned parents, devoted teachers and professors, thousands upon thousands of board members, a large corps of administrators and, increasingly, State and municipal officials. The heightened educational interest of Federal departments and programs aims to assist all those who compose this vast partnership, to the end that this unique belief of the American community may enlarge and strengthen educational opportunity.

FEDERAL support of education is a continuing effort to broaden the educational opportunities for all Americans, beginning with the very young and reaching to citizens of every age.

TO help preschool children from underprivileged families, the Office of Economic Opportunity organized Head Start programs to teach them social skills and to develop their physical well being in preparation for regular school classes. Since Congress passed the Elementary and Secondary Education Act of 1965, children all over the country have benefitted in many ways. In northern urban areas, children with reading and communication problems related to deprived environments attend experimental classes where they receive intensive, specialized instruction to help them overcome their disadvantages. Other children, in the rural South, sat listlessly through morning classes because their families couldn't afford to give them breakfasts. Now they eat hot breakfasts free at school, plus the hot lunches which the Department of Agriculture has been providing for school children for many years. Children of migrant workers and of Indians in the Southwest attend classes which respond to their special needs—the transitory nature of their lives, or the limited opportunities of the reservation. Indian children are also one of the main concerns of the Department of the Interior, which has long supported reservation schools.



HIgh school dropouts learn job skills and get practical work experience when they study at Job Corps centers operated by public and private educational organizations. Students taking courses at secondary or post-secondary vocational-technical schools develop proficiencies and learn new techniques which enable them to become skilled workers. Unemployed workers and persons whose skills become obsolete are eligible under the Manpower Development and Training Act for specialized training which qualifies them for useful and productive jobs.



QUALIFIED, needy students graduating from high school and enrolling in college are eligible for loan, scholarship, or work study assistance offered by the Office of Education. Because the country's need for well-trained specialized manpower grows, graduate students have an even wider range of aid possibilities. NDEA graduate fellowships are available to young people preparing for careers in college teaching. The Atomic Energy Commission and the National Aeronautics and Space Administration support those whose interests lie with nuclear or space sciences. The National Science Foundation awards fellowships and traineeships to students who plan futures in the physical, social, or biological sciences.

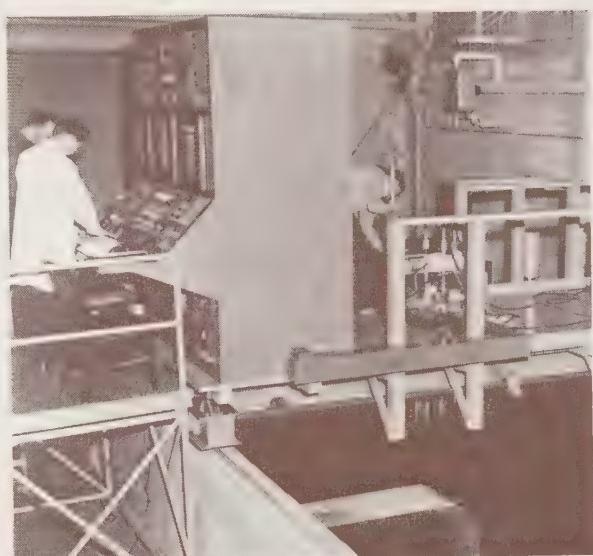


THE PUBLIC HEALTH SERVICE assists doctors, dentists, nurses, therapists, anesthesiologists, and other health personnel pursuing basic or advanced training courses. Besides training medical personnel at its own hospitals, the Veterans Administration pays education allowances to eligible veterans and their children. Many elementary and secondary school teachers, guidance counselors, science teachers, and health professions personnel obtain Federal grants for in-service training programs. In addition, Government agencies spend large sums annually educating their employees and providing on-the-job training or upgrading skills.



BESIDES aiding college students, Federal programs also help their institutions. For example, the Office of Education awards grants and loans to colleges and universities for academic facilities — libraries, laboratories, and classroom buildings. Also, the Office has awarded prizes for good architectural design of the buildings it financed. The Department of Housing and Urban Development has for many years made loans to higher institutions for dormitory facilities. Public Health Service funds build health training facilities at colleges and universities. NSF grants universities needed scientific equipment for laboratories, while the Higher Education Act funds pay for instructional media equipment in college classrooms. The Department of Defense educates prospective officers attending military academies as well as provides schools for dependents of military personnel worldwide.

A LARGE percentage of Federal education money goes for research. Virtually all Federal agencies sponsor research, most of it carried out at universities or at university-affiliated research centers. The Office of Education funds more than twenty regional educational laboratories, which investigate such varied projects as programs for improving urban education, utilization of new teaching techniques, and the education of children with special needs or handicaps. The National Science Foundation has supported institutional participation in several large-scale national research projects. They range from the exploration of marine resources and the ocean floor to coordination of all Federally-supported research in Antarctica.



FEDERAL agencies encourage a variety of leisure time educational activities. Thousands of visitors to Washington, D.C., tour the Smithsonian Institution, its several museums, and the National Gallery of Art. Similarly, the Library of Congress is available to every citizen. The National Foundation on the Arts and the Humanities supports projects promoting high standards in artistic productions and encourages growth and appreciation of cultural activities. The Department of State, as one of its many educational efforts, sponsors tours within the States of performing artists, lecturers and scholars from many foreign countries.

THESE are just a few examples of how Federal education programs affect all Americans. For more details, and to see how much money is involved, look at the summary which follows.

Federal Support of Education Covers a Wide Range of Activities

This is what the agencies expect to spend
(in millions of dollars) during the 1968 fiscal year.*

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE \$4,706

OFFICE OF EDUCATION \$3,356

Elementary and secondary education programs, aid to federally impacted school districts, National Defense Education Act activities, scholarships, work-study, higher education facilities, vocational education, library services grants, and educational research.

PUBLIC HEALTH SERVICE

National Institutes of Health 804

Health research fellowships, traineeships, and training grants, institutional research grants, research career awards, and research projects in educational institutions.

Other Public Health Service 270

Health education facilities, health professions training, research in community and environmental health, and training at PHS hospitals.

VOCATIONAL REHABILITATION ADMINISTRATION 146

Fellowships and traineeships, teaching grants, research, and training grants to States for vocational rehabilitation services.

WELFARE ADMINISTRATION 66

Training in maternal and child welfare, refugee assistance, training grants in juvenile delinquency and youth offenses, and research.

OTHER HEW 65

Training at Saint Elizabeth's Hospital; aid to Gallaudet College, Howard University, American Printing House for the Blind; grants for educational television facilities.

DEPARTMENT OF DEFENSE \$2,234

MILITARY ACTIVITIES 2,207

Operation of overseas schools for dependents; service academies; research in education institutions; professional, technical, and related training of military and civilian personnel; and civil defense research and training.

CIVIL ACTIVITIES 27

Support of schools in the Panama Canal Zone and the Ryukyu Islands and research by the Corps of Engineers.

OFFICE OF ECONOMIC OPPORTUNITY	\$1,115
Community Action Program – Head Start, adult training, remedial education; research; Job Corps training centers; Neighborhood Youth Corps; work experience training; and VISTA volunteer training.	
VETERANS ADMINISTRATION	472
Subsistence allowances for vocational rehabilitation of disabled veterans, education benefits for children of totally disabled or deceased veterans, support of training of medical personnel at VA facilities, payments for education and training of Vietnam veterans.	
NATIONAL SCIENCE FOUNDATION	455
Fellowships, traineeships and training grants in the sciences; faculty training; curriculum development; institutional grants; funds for basic research and research facilities at institutions of higher education.	
DEPARTMENT OF LABOR	305
Institutional and on-the-job training under the Manpower Development and Training Act, apprenticeship training, area redevelopment training activities, and research in educational institutions.	
DEPARTMENT OF THE INTERIOR	243
Indian education, shared revenues for school support, mine safety training, support of education in the territories, and research in educational institutions.	
DEPARTMENT OF STATE	225
Foreign Service Institute, mutual educational and cultural activities, the East-West Center, and education activities of the Agency for International Development.	
DEPARTMENT OF AGRICULTURE	196
Operation of Agricultural Experiment Stations, Extension Service, the National Agricultural Library; shared revenues from forests for support of schools, and research in educational institutions.	
NATIONAL AERONAUTICS AND SPACE ADMINISTRATION	136
Grants and contracts with educational institutions for research, traineeships, research facilities, and training of NASA personnel.	
ATOMIC ENERGY COMMISSION	120
Research grants to educational institutions, fellowships, teacher training, instructional equipment, and related support of educational activities.	
PEACE CORPS	50
Funds for training volunteers and for education projects.	

SMITHSONIAN INSTITUTION	\$ 44
Funds for research and for operation of the National Gallery of Art and museums.	
LIBRARY OF CONGRESS	39
DEPARTMENT OF TRANSPORTATION	38
Training of civilian Federal personnel by the Federal Aviation Agency, support of the Coast Guard Academy, and education of uniformed personnel and overseas dependents.	
DISTRICT OF COLUMBIA	36
Estimated Federal share of school expenditures from general support payments to the District.	
DEPARTMENT OF COMMERCE	20
Support of State maritime schools, Maritime Academy, and research and technical services grants to educational institutions.	
NATIONAL FOUNDATION ON THE ARTS AND THE HUMANITIES	17
Planning and research grants and consultative services for the promotion of the arts and humanities.	
DEPARTMENT OF JUSTICE	12
Vocational training in penal institutions and grants for law enforcement training.	
UNITED STATES INFORMATION AGENCY	11
Support for information center and library activities and the Foreign Service Institute.	
OTHER	10
Includes depository library and indexing services of the Government Printing Office; National Archives services, and presidential library activities; in-lieu-of tax payments and research grants of the Tennessee Valley Authority; research grants of the U. S. Arms Control and Disarmament Agency; and training activities of the Small Business Administration.	
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT	-1,297
College housing loans. (Negative total indicates that estimated loan participation sales will exceed estimated expenditures by amount shown.)	
TOTAL FEDERAL EXPENDITURES	\$9,187

* Funds are by agency for which appropriated except for military and economic assistance funds appropriated to the President and included in the Departments of Defense and State. Agency totals represent net estimated expenditures after proceeds from loan participation sales. Trust funds included. Detail may not add to total because of rounding.

Prepared in the Office of Program Planning and Evaluation, U. S. Office of Education. Source: Special Analysis G, Budget of the United States, 1968.

As we contemplate today's threats to the security of our country and to the nations of the free world, we grasp the full meaning of our precious heritage of education and of the necessity of an educated society for the protection of our freedoms and for the survival of the free world—we clearly see freedom's need for knowledge and for the perpetual use thereof.

Federal aid to education has long been an integral part of our American way of life and this aid has and continues to lend a helping hand to the States to guarantee man his right to knowledge and at the same time build a strong and free America. I commend FICE on the role it plays coordinating our Government's aid and assistance to the vast educational activities of this Nation. I further encourage FICE to continue in fostering educational professional leadership to meet the needs of our free society.

HONORABLE LISTER HILL
United States Senate

FICE is meeting a grave challenge in Federal administration, the welding together of the agencies and departments having education activities for common purpose and maximum efficiency. I encourage an even greater effort in order to provide for long-range policy and budget goals to meet the needs of the Nation and to meet the immediate problems of coordinating requirements and standards of parallel Federal programs in education. I shall continue to call upon FICE to seek uniformity in these areas.

HONORABLE WAYNE MORSE
United States Senate

The Federal Interagency Committee on Education is performing an essential function in the cause of better education. Coordination and review are vital as we plan for the educational needs of the Nation in the decades ahead.

It is my hope that FICE may have continuing success as well as support in its important task of pulling together the many Federal programs designed to improve the Nation's educational resources.

HONORABLE CARL D. PERKINS
House of Representatives

FICE well deserves the praise and commendation of all agencies and branches of Government for its commitment to furthering the educational opportunities and expanding the educational horizons of those who are charged with making this complicated American system of ours work. H. G. Wells remarked that "the history of mankind is a race between education and catastrophe." With the problems of the world and our country pressing in from all sides, it is well that we remember this old maxim and set to work to apply that education to these challenges.

HONORABLE ROMAN C. PUCINSKI
House of Representatives

The Federal Interagency Committee on Education is in part a response to the report of the Special Subcommittee on Education, June 14, 1963, which proposed coordination of the educational activities of all Federal agencies and departments. I am pleased that FICE is moving vigorously in the analysis of education problems and their joint resolution. The need for cooperative agency action in education is more vital than ever and it must be adequately supported by the executive as well as the legislative branch.

HONORABLE EDITH GREEN
House of Representatives

The growth spurt within the Federal Government in education activities, combined with the diffusion of administration of these programs among various

agencies, has led increasingly to the need for better coordination of all Federal educational activities in order to facilitate planning and management. To provide greater leadership and intercommunication among agencies involved in Federal education projects, in October of 1964 the President created the Federal Interagency Committee on Education (FICE).... Recently it has been proposed that FICE be restructured to include the membership of additional relevant agencies.... This continuing work and reevaluation among the members of FICE poses a splendid witness to the increasing importance and vigor of Federal support for education.

HONORABLE DOMINICK V. DANIELS
House of Representatives

FEDERAL INTERAGENCY COMMITTEE ON EDUCATION

Paul A. Miller, Chairman
Assistant Secretary for Education
Department of Health, Education, and Welfare

Emery F. Bacon
Executive Director

